

Title	Manage own health, wellbeing and personal and professional development as an educator in an ECE service		
Level	4	Credits	4

Purpose	<p>People credited with this unit standard are able to describe and implement strategies to manage own health and wellbeing as an educator in an ECE service, and manage personal and professional development as an educator in an ECE service.</p> <p>This unit standard has been developed primarily for assessment within programmes leading to the New Zealand Certificate in Early Childhood Education and Care (Level 4) [Ref: 2850].</p> <p>This unit standard is an introduction to education and care of children in an ECE service. It is designed for people who intend to work, or are working with, children in an ECE service. People working in the wider education sector may also be interested in this unit standard. This unit standard will prepare people to advance to a higher level of study in ECE.</p>
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Classification	Early Childhood Education and Care > Early Childhood: Professional Practice
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Available grade	Achieved
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Guidance Information

- 1 Learners for this unit standard should be familiar with the intent of Te Tiriti o Waitangi, which informs guidelines, procedures, and practices in the ECE sector. Assessment evidence for this standard may include examples of the underpinning of Te Tiriti o Waitangi and threading te reo Māori and tikanga Māori through managing own personal health, wellbeing and personal and professional development as an educator in an ECE Service.
- 2 Learners may refer to relevant holistic and culturally inclusive models such as Te Whare Tapa Wha, Te Wheke, Fonofale, Maslow's Hierarchy of Needs.

3 Definitions

Children refers to the three broad overlapping age ranges for mokopuna/children as defined in *Te Whāriki* as:

infant – birth to 18 months;

toddler – one year to three years;

young child – two and a half years to school entry age.

For this standard, the intent is for children to be assessed as a whole group, not for each of the age categories to be assessed individually.

Digital tools refer to both hardware (digital devices such as computers, tablets, smartphones or other emerging digital technologies) and software (applications and programs).

An *Early Childhood Education (ECE) service* refers to a centre-based service, hospital-based service, or home-based service. The home-based service may be nominated by the child's parent, be the child's own home, or the home of the educator.

Educator may be persons and groups including teachers, supervisors, coordinators, whānau/families, and nannies who are involved in the learning and development of children.

Health and wellbeing refers to the integration of states of physical, mental, spiritual, emotional and social dimensions, which may include resilience, communicative competence, and disposition, and relevant holistic and culturally inclusive models such as Te Whare Tapa Wha, Te Wheke, Fonofale.

Professional practice in this standard refers to the way an individual behaves in the workplace, and the professional activities and performance of duties related to the care of children in an ECE service.

4 Legislation and regulations include but are not limited to:

Children's Act 2014

Education and Training Act 2020

Education (Early Childhood Services) Regulations 2008

Health and Safety at Work Act 2015

Human Rights Act 1993

Oranga Tamariki Act 1989 – Children's and Young People's Well-being Act 1989

Privacy Act 2020

and subsequent amendments.

5 References

Ministry of Education, *Te Whāriki: He whāriki mātauranga mō ngā mokopuna o Aotearoa Early Childhood Curriculum* (Wellington, 2017); available at <https://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/>.

Ministry of Health, *Māori health models – Te Whare Tapa Whā*; available at <https://www.health.govt.nz/our-work/populations/maori-health/maori-health-models/maori-health-models-te-whare-tapa-wha>.

Ministry of Health, *Pacific Health Resources*; available at <https://www.health.govt.nz/our-work/populations/pacific-health/pacific-health-resources>.

Ministry for Pacific People's, *Fonofale Model for Pacific Health and Wellbeing*; available from <https://www.mpp.govt.nz/publications/resources/>.

Te Kete Ipurangi (TKI), *Te Whāriki Online*, available at <https://tewhariki.tki.org.nz/>.

Teaching Council of Aotearoa New Zealand, *Our Code, Our Standards - Code of Professional Responsibility and Standards for the Teaching Profession - Ngā Tikanga Matatika, Ngā Paerewa (2017)*; available at <https://teachingcouncil.nz/professional-practice/our-code-our-standards/>.

Teaching Council of Aotearoa New Zealand, *The Code of Professional Responsibility – Examples in Practice, 2017*; and other resources; available at <https://teachingcouncil.nz/resource-centre/our-code-our-standards/#examples>.

- 6 Whilst expectations of the Teaching Council of Aotearoa New Zealand, *Our Code, Our Standards - Code of Professional Responsibility and Standards for the Teaching Profession* are intended to apply to fully qualified teachers, they are nevertheless relevant to all educators in early childhood education and care in accordance with the requirements of the ECE service.

Outcomes and performance criteria

Outcome 1

Describe and implement strategies to manage own health and wellbeing as an educator in an ECE service.

Performance criteria

- 1.1 Issues that could compromise own health and wellbeing in an ECE service are described and reflected on in terms of the potential impacts on the mokopuna/children and own professional practice.
- 1.2 Own health and wellbeing goals and strategies when working in an ECE service are described in terms of the potential impacts on the mokopuna/children and own professional practice.
- Range evidence of one goal and strategy for at least two aspects of health and wellbeing.
- 1.3 Own health and wellbeing goals and strategies to solve issues and improve own health and wellbeing are identified and implemented, in terms of own professional practice in an ECE service.
- Range evidence of one goal and strategy for at least two aspects of health and wellbeing.

Outcome 2

Manage personal and professional development as an educator in an ECE service.

Performance criteria

- 2.1 Areas for personal and professional development are identified in terms of improving own practice in an ECE service.
- Range includes – two personal; two professional.

2.2 Support networks for personal and professional development are identified and described in terms of their purpose.

Range includes – two personal; two professional.

2.3 Issues that could compromise own professional integrity in an ECE service are described in terms of the consistent application of professional ECE practice with mokopuna/children, children’s whānau/families and colleagues.

Range issues may include but are not limited to – professional boundaries, use of digital tools including social media, intellectual property, conflict of interest, harassment, child abuse, substance abuse, theft, privacy breach; evidence of three issues.

2.4 A personal and professional development plan is designed to manage identified areas for improvement in own practice in an ECE service.

Planned review date	31 December 2026
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 April 2017	31 December 2024
Review	2	24 February 2022	N/A

Consent and Moderation Requirements (CMR) reference	0135
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact Toitū te Waiora Community, Health, Education, and Social Services Workforce Development Council qualifications@toitutewaiora.nz if you wish to suggest changes to the content of this unit standard.